

Course Design for Student Self-Efficacy and Resilience

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What brings you
here today?

We hope this session helps you...

Understand how
course design
relates to self-
efficacy and
resilience

Use **UDL** to develop
a supportive
environment

Promote self-
efficacy and
resilience by how
you **talk about**
learning

Help students **learn**
how to learn

Encourage
resource- and
help-seeking

Indicate concern for
wellness

Some Definitions

SELF-EFFICACY

“perceptions about one’s capabilities to organize and implement actions necessary to attain designated performance of skill for specific tasks”

Zimmerman, 1989, p. 329

Some Definitions

RESILIENCE

“the ability to overcome adversity[...], resilience includes positive coping, persistence, adaptation, and long-term success despite adverse circumstances”

Tuckman, Abry, & Smith, 2008, p. 178

Guiding Principle

It is our responsibility, as educators, to help students with self-efficacy and resilience.

Teaching | Learning | Support

Teaching Strategies

How can the design of a course help students increase their sense of control over their learning outcomes and performance?

Course Design

Students often struggle with self-efficacy and resilience at certain points

**Learning
Outcomes**



**Assessment/
Performance**



**Assessment/
Performance**



**Assessment/
Performance**



Learning Outcomes

Well-designed outcomes can help students...

- see the big picture and how the outcomes are aligned with the goals of the course

- outline how the course content is connected

- know what kinds of skills/dispositions they will be expected to attain

Assessments

Assessment of learning works best when...

it is **frequent**

there is **variety** in the types of assessments

students are given **choices**

they are **scaffolded**

directions and expectations are **transparent**

Universal Design for Learning

A teaching approach that
accommodates the needs and abilities of *all* learners
eliminates *unnecessary hurdles* in the learning process

Develop flexible learning environments by
presenting information in *multiple* ways
engaging students in learning in a *variety* of ways
providing *options* when demonstrating learning

Learning Strategies

How can you support self-efficacy and resilience while helping students learn how to learn in your course?

The Problem with Praising Ability...

Wow,
you're so
_____!

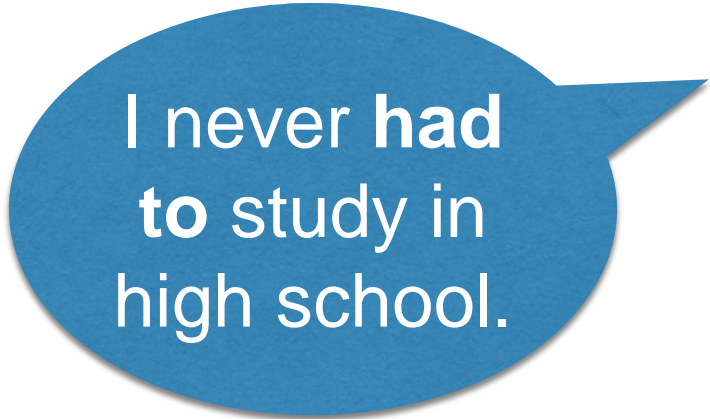


Our End Goal

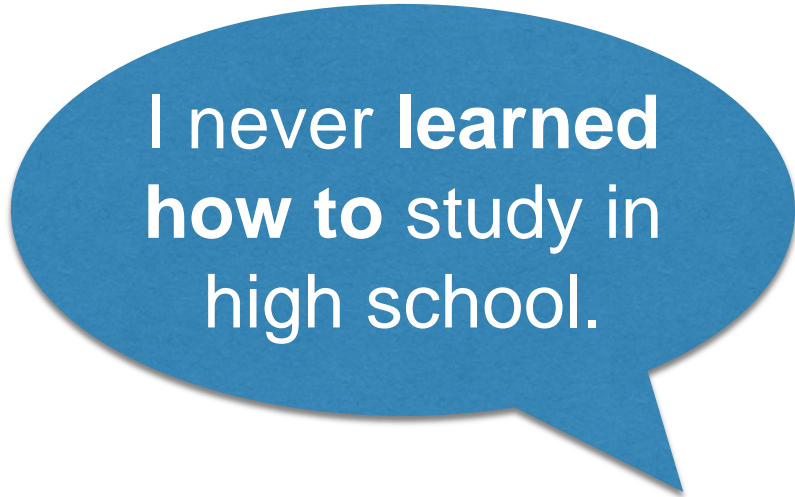
Help students believe that they are **capable**

Help students believe that they have **control** over their outcomes

Help students develop the **strategies** that will help them be successful

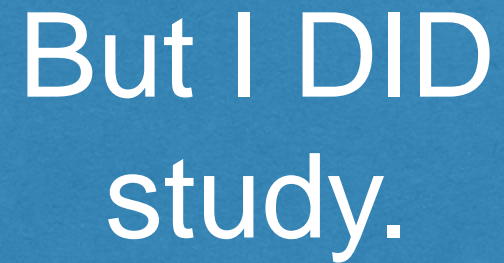
A blue speech bubble with a white outline and a small tail pointing towards the top right.

I never **had**
to study in
high school.

A blue speech bubble with a white outline and a small tail pointing towards the bottom right.

I never **learned**
how to study in
high school.

What to Listen For



But I DID
study.

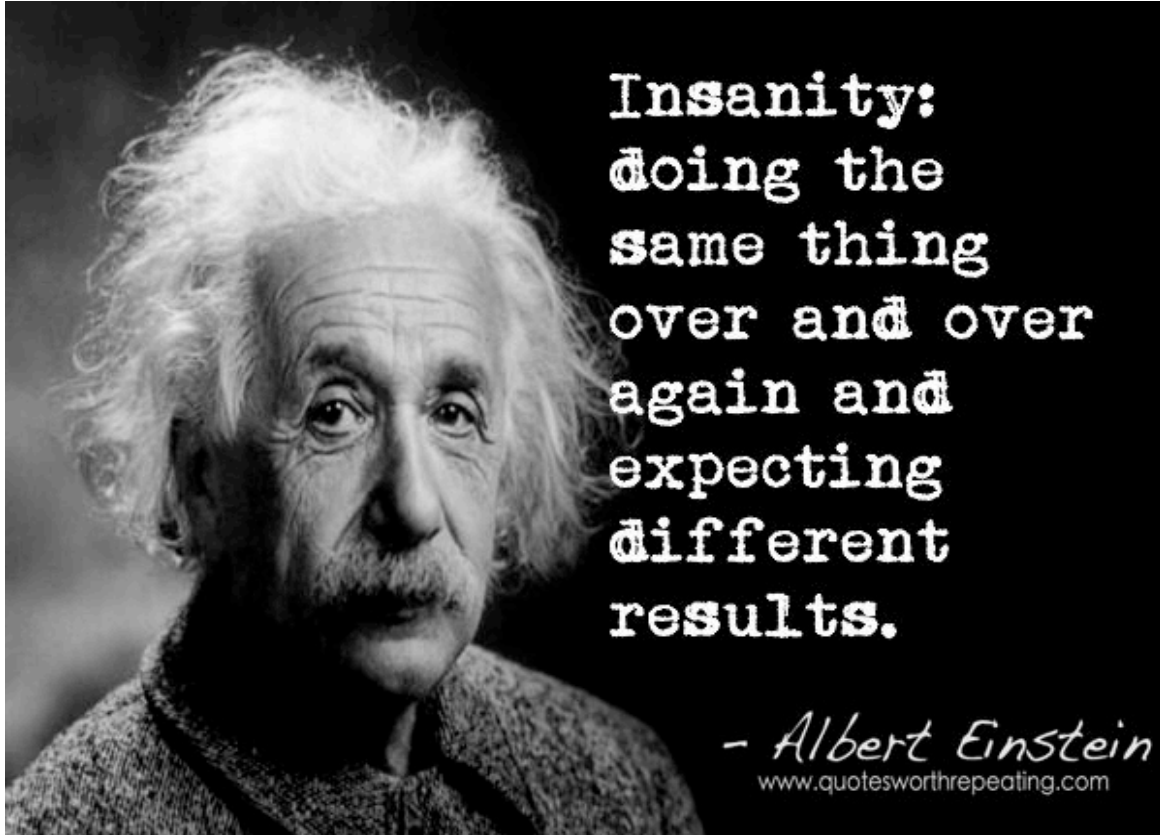


It comes easy
to everyone else.



I thought I
knew it!

The Crossroads



Insanity:
doing the
same thing
over and over
again and
expecting
different
results.

- Albert Einstein
www.quotesworthrepeating.com

Keep doing what used
to work

OR risk trying a **new**
approach

Supporting the Risk of Trying a New Strategy

Vicarious
Experience

Social
Persuasion

Mastery
Experience

Usher & Pajares
(2008)

Learning How to Learn

Silent reflection // *Jot down your responses to the following*

What are the keys to success as a student in your school/discipline/class?

(Add as many things as you can think of, including things that seem second nature, or that may not be obvious.)

Learning How to Learn

Silent reflection // ***Jot down your responses to the following***

How many of the items on your list have you directly explained/demonstrated to students?

Learning How to Learn

Show of hands

How many of the items on your list have you directly explained/demonstrated to students?

All

Most

Some

None

Learning How to Learn

Share your thoughts with the group

How do you *already* talk about effective learning or study habits with your students?

Provide Concrete Examples & Guidelines

Ex. Cornell Note-Taking Method

images.google.com
a great source

(Even better: examples
created by you or
former students)

October 3

Types of Leadership Theory

Pg. 127

Cue Column

MASLOW

Self-actualization

Esteem

Social

Security

Physiological

Motivational Theories -

- Explain how human relations affect motivation.

Note-Taking Area

Maslow's Hierarchy of needs (motivational theory)

1. Physiological Needs - survival, food, shelter
2. Security Needs - stability and protection
3. Social Needs - friendship and companions
4. Esteem Needs - status and recognition
5. Self-Actualization - self-fulfillment

- * Developed By Abraham Maslow
- * Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.

Theory Y - holds that people are naturally self-motivated and responsible.

- * Developed by Douglas McGregor
- * What type of leader you are is determined by which theory you believe in.

Pg. 122

Why do some believe in Theory X and others Theory Y?

Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y

Summary Area

Help Students Expand Their Study Vocabulary

PASSIVE

“studied”
(what does that mean??)

went over

looked at

wrote my paper

ACTIVE

quiz

draw

practice

outline

*Great for helping
students figure out
what's working and
where the gaps are!*

Support Strategies

How can instructors support students' wellness and resource-seeking behavior?

What can you do to...

Normalize and **empower** help-seeking behavior?

Support **student wellness** and self-care?

Be prepared to **recognize and assist** students in distress?

What can you do to...

Normalize and **empower** help-seeking behavior

- Provide examples of cues
- Use Classroom Assessment Techniques
- Emphasize process over product when possible
- Create list of steps to take if they are stuck
- Build in formal opportunities for instructor support
- Create networks of peer support
- Share and incorporate available resources

What can you do to...

Support **student wellness** and self-care

- Written affirmation via course materials
- Schedule communication each term
- Share and model ideas for self-care
- Incorporate five minutes on stress management into a class and promote campus resources using specific language
- Verbally acknowledge student as a whole person and help create plans for overcoming obstacles

What can you do to...

Be prepared to **recognize and assist** students in distress

- REACH suicide prevention training
- At-Risk simulation training
- Contact counseling center if you are concerned
- Talk with other instructors or students' advisors

Next Steps

University Center for the Advancement of Teaching

ucat.osu.edu

- Teaching development opportunities
- Individual consultations on teaching

Dennis Learning Center

dennislearningcenter.osu.edu

- Academic coaching and ESEPSY college-success electives
- Workshop on supporting students' learning and motivation